



Professional and pedagogical competencies in learning factual paragraph reading aspects

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| Article info | Abstract |
|---|--|
| Keywords: professional competence, pedagogical competence, and factual paragraph reading | This study aims to explore: 1) the professional competence of elementary school high-graduate teachers in learning factual paragraph reading skills; 2) the pedagogical competence of elementary school high-graduate teachers in learning factual paragraph reading skills. The population of this study consisted of 32 elementary school high-grade teachers in Malangbong District, who submitted questionnaires via Google Forms. The sample consisted of up to 30 teachers, determined using statistical formulas. Data on the professional and pedagogical competence of elementary and high school teachers in learning factual paragraph reading skills were collected using a Google Form-based questionnaire compiled through objective and systematic procedures to ensure it met the requirements of a valid instrument. Data on the professional and pedagogical competence of elementary school high-grade teachers in learning factual paragraph reading skills were analysed using parametric inferential statistical procedures, specifically the one-sample t-test. The results of the study: 1) the professional competence of elementary school and high school teachers in learning factual paragraph reading skills is in the high category; 2) the professional competence of elementary school and high school teachers in learning factual paragraph reading skills is in the high category too. |

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DOI: <http://dx.doi.org/10.33578/jpfkip.v14i3.p286-300>

Received 25 April 2025; Received in revised form 17 June 2025; Accepted 22 June 2025

Available online 29 June 2025

e-ISSN 2598-5949 | p-ISSN 2303-1514 © The Authors.

1. Introduction

Every teacher must have adequate professional and pedagogical competence. Thus, teachers can implement learning using educational indicators by employing learning strategies tailored to the student's character and learning objectives. In other words, through adequate professional and pedagogical competence, teachers will be able to plan effectively, implement activities, and achieve learning objectives.

The professional competence of teachers is: 1) mastering the material, structure, concepts, and scientific mindset that supports the subjects taught; 2) mastering the competency standards and basic competencies of the subjects/development areas taught; 3) developing the learning materials taught creatively; 4) developing professionalism continuously by taking reflective actions; 5) utilizing information and communication technology to communicate and develop themselves. Especially for elementary school teachers, the Indonesian language subject must: 1) understand the nature of language and language acquisition; 2) understand the position, function, and variety of Indonesian; 3) master the basics and rules of Indonesian as a reference for the use of good and correct Indonesian; 4) have Indonesian language skills (listening, speaking, reading, and writing); 5) understand the theory and genre of Indonesian literature; 6) be able to appreciate Indonesian literary works, receptively and productively (Sanjaya, 2008, Sisdiana, 2018; Febriana, 2021; Musfah, 2011). For secondary school teachers, mastery of knowledge and skills in subject matter is limited to subjects according to the level of education in the undergraduate study program-1. If the teacher is a graduate of the Mathematics Study Program, they must possess mastery of knowledge and skills in mathematical material, as outlined in the learning objectives contained in the curriculum. However, it differs from elementary school teachers; mastery of knowledge and skills in subject matter is not limited to specific subjects, but instead applies to all subjects as accepted in the PGSD Study Program at the undergraduate level-1. This means that schools implementing a class teacher system require the teacher concerned to teach the subjects of PPKn, Indonesian, Mathematics, Science, Social Studies, and Arts and Culture. Class teachers do not teach Islamic Religious Education, Character Education, or Physical Education. Islamic Religious Education, Character Education, and Physical Education subjects are taught by their respective teachers, not by class teachers.

Every teacher must have adequate professional and pedagogical competence. Thus, teachers can implement learning using educational indicators by employing learning strategies tailored to the student's character and learning objectives. In other words, through adequate professional and pedagogical competence, teachers will be able to plan effectively, implement activities, and achieve learning objectives.

The professional competence of teachers is: 1) mastering the material, structure, concepts, and scientific mindset that supports the subjects taught; 2) mastering the competency standards and basic competencies of the subjects/development areas taught; 3) developing the learning materials taught creatively; 4) developing professionalism continuously by taking reflective actions; 5) utilizing information and communication technology to communicate and develop themselves. Especially for elementary school teachers, the Indonesian language subject must:

1) understand the nature of language and language acquisition; 2) understand the position, function, and variety of Indonesian; 3) master the basics and rules of Indonesian as a reference for the use of good and correct Indonesian; 4) have Indonesian language skills (listening, speaking, reading, and writing; 5) understand the theory and genre of Indonesian literature; 6) be able to appreciate Indonesian literary works, receptively and productively (Sanjaya, 2008, Sisdiana, 2018; Febriana, 2021; Musfah, 2011). For secondary school teachers, mastery of knowledge and skills in subject matter is limited to subjects according to the level of education in the undergraduate study program-1. If the teacher is a graduate of the Mathematics Study Program, they must possess mastery of knowledge and skills in mathematical material, as outlined in the learning objectives contained in the curriculum. However, it differs from elementary school teachers; mastery of knowledge and skills in subject matter is not limited to specific subjects, but instead applies to all subjects as accepted in the PGSD Study Program at the undergraduate level-1. This means that schools implementing a class teacher system require the teacher concerned to teach the subjects of PPKn, Indonesian, Mathematics, Science, Social Studies, and Arts and Culture. Class teachers do not teach Islamic Religious Education, Character Education, or Physical Education. Islamic Religious Education, Character Education, and Physical Education subjects are taught by their respective teachers, not by class teachers.

The factual conditions of professional competence and pedagogical competence of high-grade elementary school teachers are interesting to study. First, the professional and pedagogical competence of teachers is in the high category; on the other hand, the professional and pedagogical competence of teachers is categorised as moderate. (Dudung, 2018; Mâta et al., 2013; Syamsinar & Jabu, 2016; Prasetyo & Purwosaputro, 2024; Riswan & Habibah, 2022).

Politically, the Ministry of Education and Culture states that every elementary school teacher is declared to have professional and pedagogical competence if the teacher concerned has one academic requirement. The requirement in question is a bachelor's degree in the PGSD study program or the PGMI study program.

Based on the description above, two research problem formulations are presented. First, how is the mastery of professional competence in learning factual paragraph reading skills in grade 4 of elementary school? Second, how is the mastery of pedagogical competence aspects in learning factual paragraph reading skills in grade 4 of elementary school?

This study has research objectives. First, to describe the mastery of professional competence in learning factual paragraph reading skills in grade 4 of elementary school. Second, to describe the mastery of pedagogical competence in learning factual paragraph reading skills in grade 4 of elementary school.

Here are some of the benefits of the research. First, for supervisors, namely elementary school principals, because data on professional and pedagogical competencies of teachers can be used as considerations in supervising class teachers in terms of learning materials and learning strategies. Second, for planning the implementation of factual paragraph reading skills learning, this article is also helpful because it has the potential to be used as a reference for compiling learning implementation plans for other aspects of language or in integrated learning

related to learning materials and strategies. Third, for students of pedagogical study programs, this article is also helpful because it enriches the variety of learning strategies.

2. Method

This study uses a descriptive method. Through this method, data on the mastery of professional competence and pedagogical competence of elementary school senior high class teachers in learning factual paragraph reading skills are described. The population of this study consisted of 32 elementary school senior high class teachers in Malangbong District, who submitted questionnaires via Google Forms. Their numbers are divided into eight schools: 1) SD Negeri 1 Malangbong; 2) SD Negeri 2 Malangbong; 3) SD Negeri 3 Malangbong; 4) SD Negeri 5 Malangbong; 5) SD Negeri 1 Citeras; 6) SD Negeri 1 Cibunar; 7) SD Muhammadiyah Ciwahang Malangbong; 8) SD Muhammadiyah Bojong Malangbong.

Each member of the population is given a 3-digit code. The first two digits represent the order in which the questionnaire was submitted on Google Forms, ranging from 01 to 32. The second digit represents the name of the elementary school, specifically: number 1 is SD Negeri 1 Malangbong, number 2 is SD Negeri 2 Malangbong, and number 8 is SD Muhammadiyah Bojong Malangbong. Therefore, the population coded 325 is a member of the population who submitted the questionnaire in the 32nd order on the Google Forms, and this population member comes from SD Muhammadiyah Ciwahang Malangbong. The sample consisted of 30 teachers. The determination of this number is based on Slavin's formula, namely: $n = N: [1 + N(e)^2]$ with an error of 0.05 (Amin et al., 2023; Fraenkel et al., 2013; Razak, 2017; Santoso, 2023; Sukmadinata, 2012). Each sample member is drawn randomly from the population using a technique that ensures no replacement. This is in line with expert opinion, which states that the number of samples that is close to the number of populations is commonly used to draw sample members using a technique without replacement (Arikunto, 2013; Razak, 2020; Sukmadinata, 2012; Creswell, 2014; Balaka, 2012; Malik & Hamied, 2014; Syamsuddin & Damaianti, 2006).

Each member of the population selected as a sample member in the first sequence is assigned code 01, the second sequence is assigned code 02, and so on, up to the 30th sequence, which is assigned code 30. The sample drawing sequence code is placed behind the population code, making it the sample code. For example, the population coded 325 was selected as a sample member in the last drawing, namely the 30th sequence, so this sample member is coded 32430. Data on the mastery of professional and pedagogical competence among high-grade elementary school teachers in learning factual paragraph reading skills were collected using a Google Form-based questionnaire instrument. This questionnaire is valid because it was compiled using objective and systematic procedures that align with expert opinion (Akbar, 2013; Azwar, 2013; Fulcher & Davidson, 2007).

Table 1. Population and sample code per the name of the elementary school

| No | Population Code | Sample Code | Name of Elementary School |
|----|-----------------|-------------|-------------------------------------|
| 1 | 12 | 1219 | SD Negeri 2 Malangbong |
| 2 | 26 | 2618 | SD Muhammadiyah Bojong Malangbong |
| 3 | 31 | 3117 | SD Negeri 1 Malangbong |
| 4 | 47 | 4722 | SD Negeri 1 Citeras |
| 5 | 53 | 5326 | SD Negeri 3 Malangbong |
| 6 | 61 | 6114 | SD Negeri 1 Malangbong |
| 7 | 72 | 7209 | SD Negeri 2 Malangbong |
| 8 | 85 | 8512 | SD Muhammadiyah Ciwahang Malangbong |
| 9 | 97 | 9729 | SD Negeri 1 Citeras |
| 10 | 101 | 10115 | SD Negeri 1 Malangbong |
| 11 | 118 | 11824 | SD Negeri 1 Cibunar |
| 12 | 122 | 12208 | SD Negeri 2 Malangbong |
| 13 | 134 | 13402 | SD Negeri 5 Malangbong |
| 14 | 148 | | SD Negeri 1 Cibunar |
| 15 | 155 | 15510 | SD Muhammadiyah Ciwahang Malangbong |
| 16 | 161 | 16101 | SD Negeri 1 Malangbong |
| 17 | 171 | 17104 | SD Negeri 1 Malangbong |
| 18 | 188 | 18825 | SD Negeri 1 Cibunar |
| 19 | 196 | 19616 | SD Muhammadiyah Bojong Malangbong |
| 20 | 203 | 20306 | SD Negeri 3 Malangbong |
| 21 | 218 | 21827 | SD Negeri 1 Cibunar |
| 22 | 222 | 22211 | SD Negeri 2 Malangbong |
| 23 | 238 | 23821 | SD Negeri 1 Cibunar |
| 24 | 244 | | SD Negeri 5 Malangbong |
| 25 | 256 | 25620 | SD Muhammadiyah Bojong Malangbong |
| 26 | 267 | 26730 | SD Negeri 1 Citeras |
| 27 | 273 | 27305 | SD Negeri 3 Malangbong |
| 28 | 282 | 28223 | SD Negeri 2 Malangbong |
| 29 | 294 | 29403 | SD Negeri 5 Malangbong |
| 30 | 301 | 30113 | SD Negeri 1 Malangbong |
| 31 | 312 | 21307 | SD Negeri 2 Malangbong |
| 32 | 325 | 32728 | SD Muhammadiyah Ciwahang Malangbong |

The procedure for designing a questionnaire to assess the mastery of professional and pedagogical competencies of high-grade elementary school teachers in reading factual paragraphs includes several steps. The questionnaire will be created in a closed-ended format (agree/disagree) using Google Forms. The professional competency indicators encompass mastery of various aspects of paragraphs, including meaning, type, and primary/supporting sentences, with one statement for each indicator. The pedagogical competency indicators encompass aspects related to student mastery, teaching methods, approaches, evaluation techniques, and learning media, with one statement corresponding to each indicator. The statements will include both positive and negative phrasing. The questionnaire specifications will

be presented in a table that includes columns for the number, indicator, statement type, and item number.

Table 2. Questionnaire specifications for mastering professional competencies in learning factual paragraph writing skills

| No | Professional competency mastery indicators | Type | Item number |
|--------------|---|----------|-------------|
| 1 | Definition of a paragraph | negative | 1 |
| 2 | kind of paragraph | negative | 2 |
| 3 | Definition of deductive paragraph | positive | 3 |
| 4 | Definition of an inductive paragraph | positive | 4 |
| 5 | Factual paragraph definition | negative | 5 |
| 6 | Fictional paragraph definition | negative | 6 |
| 7 | Mean sentence | positive | 7 |
| 8 | Supporting-1 sentence | positive | 8 |
| 9 | Supporting-2 sentence | negative | 9 |
| 10 | Supporting-3 sentence | negative | 10 |
| 11 | Mean idea | positive | 11 |
| 12 | Supporting-1 idea | positive | 12 |
| 13 | Supporting-2 idea | negative | 13 |
| 14 | Supporting-3 idea | negative | 14 |
| 15 | Similarities between sentences and ideas in a paragraph | positive | 15 |
| 16 | The difference between sentences and ideas in a paragraph | positive | 16 |
| Total | | | 16 |

Table 3. Questionnaire specifications for mastering pedagogical competencies in learning factual paragraph writing skills

| No | Pedagogical competency mastery indicators | Type | Item number |
|----|---|----------|-------------|
| 1 | The meaning of fast mastery for students | negative | 1 |
| 2 | The meaning of slow mastery for students | negative | 2 |
| 3 | The meaning of an introverted student | positive | 3 |
| 4 | The meaning of an extroverted student | positive | 4 |
| 5 | The meaning of empathy for students | negative | 5 |
| 6 | The meaning of classical learning | negative | 6 |
| 7 | The meaning of individual learning | positive | 7 |
| 8 | The meaning of deductive learning | positive | 8 |
| 9 | The meaning of inductive learning | negative | 9 |
| 10 | The meaning of integrated learning | negative | 10 |
| 11 | meaning of the model method | positive | 11 |
| 12 | The meaning of the direct method | positive | 12 |
| 13 | The meaning of the indirect method | negative | 13 |
| 14 | The meaning of the constructivism approach | negative | 14 |
| 15 | The meaning of the process skills approach | positive | 15 |
| 16 | The meaning of the outcome approach | positive | 16 |
| 17 | The meaning of test technique | negative | 17 |
| 18 | The meaning of the copying assignment technique | negative | 18 |
| 19 | The meaning of enrichment teaching materials | positive | 19 |

| No | Pedagogical competency mastery indicators | Type | Item number |
|--------------|---|----------|-------------|
| 20 | The meaning of regular learning | positive | 20 |
| 21 | The meaning of repetition learning | negative | 21 |
| 22 | The meaning of indicators | negative | 22 |
| 23 | The meaning of evaluation | positive | 23 |
| 24 | The meaning of formative evaluation | positive | 24 |
| 25 | The meaning of summative evaluation | negative | 25 |
| 26 | The meaning of learning media | negative | 26 |
| 27 | The meaning of test specifications | positive | 27 |
| 28 | The meaning of operational properties of the test | positive | 28 |
| 29 | The meaning of reflection in learning | negative | 29 |
| 30 | The meaning of apperception in learning | negative | 30 |
| 31 | The meaning of remedial teaching | negative | 31 |
| Total | | | 31 |

The procedure for writing questionnaire items resulted in 16 items on professional competence and 31 items on pedagogical competence for high-grade elementary school teachers in Malangbong District, using agree and disagree options. The professional competence data is scored out of 16, with correct answers earning a score of 1 and incorrect answers earning 0. For instance, a positive statement scores 1 for "agree" and 0 for "disagree," while a negative statement scores 0 for "agree" and 1 for "disagree." The pedagogical competence data is scored out of 30, with each question receiving 1 point for a correct answer and 0 points for an incorrect one. The data on both competencies were analysed using a one-sample t-test, with the expected mean for professional competence at 11.90 and pedagogical competence at 26.35, both aiming for a standard mean of 85.00. The analysis was conducted using SPSS, a statistical software application.

The criteria for mastering professional competence and pedagogical competence in learning factual paragraph reading skills are categorised into five distinct categories (Rasyidin, 2014; Judiani, 2011; Siswandoko & Suryadi, 2013; Cahyana, 2010).

Table 4. Criteria for mastering professional competence and pedagogical competence in learning factual paragraph reading skills

| No | Ranges | Categories |
|----|---------------|--------------------|
| 1 | <50.00 | very low category |
| 2 | 50.00 - 65.00 | low category |
| 3 | 65.00 - 75.00 | medium category |
| 4 | 75.00 - 90.00 | high category |
| 5 | 90.00 | very high category |

3. Result

3.1 Mastery of teachers' professional competence

First, the data score on the mastery of professional competence of high-grade teachers in Malangbong District, specifically in the aspect of factual paragraph reading skills, is presented. The mean is 13,87 and the standard deviation is 0,850 (Table 5).

Table 5. Descriptive statistics of professional competency mastery data

| No. | Samples code | Score |
|----------------|--------------|--------------|
| 1 | 22211 | 15 |
| 2 | 23821 | 15 |
| 3 | 25620 | 15 |
| 4 | 26730 | 15 |
| 5 | 27365 | 15 |
| 6 | 28223 | 15 |
| 7 | 29403 | 15 |
| 8 | 30113 | 15 |
| 9 | 21307 | 15 |
| 10 | 32728 | 15 |
| 11 | 16101 | 14 |
| 12 | 17104 | 14 |
| 13 | 18825 | 14 |
| 14 | 19616 | 14 |
| 15 | 20306 | 14 |
| 16 | 21827 | 14 |
| 17 | 1219 | 13 |
| 18 | 2618 | 13 |
| 19 | 3117 | 13 |
| 20 | 4722 | 13 |
| 21 | 5326 | 13 |
| 22 | 6114 | 13 |
| 23 | 7209 | 13 |
| 24 | 8215 | 13 |
| 25 | 9729 | 13 |
| 26 | 10115 | 13 |
| 27 | 11824 | 13 |
| 28 | 13402 | 13 |
| 29 | 19616 | 13 |
| 30 | 15510 | 13 |
| mean | | 13,87 |
| percent | | 86,67 |
| stdev | | 0,85 |

Second, the mean score for the mastery of professional competence of high-grade elementary school teachers in Malangbong District, in the aspect of factual paragraph reading skills, is 13.87 with a standard deviation of 0.850 (Table 6). The mean score is equivalent to a standard percent score of 86.67.

Table 6. Statistics calculation results of data mastery of professional competence of high-grade teachers in the aspect of factual paragraph reading skills

| One-Sample Statistics | | | | |
|-------------------------|----|-------|----------------|-----------------|
| | N | Mean | Std. Deviation | Std. Error Mean |
| professional competence | 30 | 13,87 | 0,85 | 0,155 |

Third, the one-sample t-test of data on the mastery of professional competence of high-grade elementary school teachers in Malangbong District, in the aspect of factual paragraph reading skills, at a comparative mean of 13.87, yields a t-value of 2.362 (Table 7). This value has a significance level of 0.025. Thus, $\text{sig. } 0,025 < 0.05$. Therefore, the null hypothesis is rejected. This means that the mean mastery of professional competence of teachers, 13.87 (equivalent to a standard score of 86.67%), is not significantly different from the mean of the comparison group, 13.60 (equivalent to a standard score of 85.00%). Based on the calculation results above, the mastery of professional competence of high-grade teachers in learning factual paragraph reading skills falls within the high category. This is because the mean mastery of professional competence of teachers is 13,87 or 86,67.

Table 7. The output of the results of the one-sample t-test calculation of the data on the mastery of professional competencies of high-grade teachers in the aspect of reading skills in factual paragraphs

| One-Sample Test | | | | |
|-------------------------|-------|----|-----------------|-----------------|
| Test Value = 13,60 | | | | |
| | t | df | Sig. (2-tailed) | Mean Difference |
| professional competence | 2,362 | 29 | 0,025 | 0,367 |

3.2 Mastery of teachers' pedagogical competence

First, the data score on the mastery of pedagogical competence of high-grade elementary school teachers in Malangbong District, specifically in the aspect of factual paragraph reading skills, is presented. The mean is 26,90 and the standard deviation is 0,607 (Table 8).

Table 8. Descriptive statistics of pedagogical competency mastery data

| No | Samples code | Score |
|----|--------------|-------|
| 1 | 23821 | 29 |
| 2 | 26730 | 28 |
| 3 | 25620 | 27 |
| 4 | 22211 | 27 |
| 5 | 27365 | 27 |
| 6 | 28223 | 27 |
| 7 | 29403 | 27 |
| 8 | 30113 | 27 |
| 9 | 21307 | 27 |
| 10 | 32728 | 27 |
| 11 | 16101 | 27 |
| 12 | 17104 | 27 |
| 13 | 18825 | 27 |
| 14 | 19616 | 27 |

| No | Samples code | Score |
|---------|--------------|-------|
| 15 | 20306 | 27 |
| 16 | 1219 | 27 |
| 17 | 3117 | 27 |
| 18 | 4722 | 27 |
| 19 | 9729 | 27 |
| 20 | 10115 | 27 |
| 21 | 5326 | 27 |
| 22 | 6114 | 27 |
| 23 | 7209 | 27 |
| 24 | 8215 | 27 |
| 25 | 21827 | 26 |
| 26 | 2618 | 26 |
| 27 | 11824 | 26 |
| 28 | 13402 | 26 |
| 29 | 19616 | 26 |
| 30 | 15510 | 26 |
| mean | | 26,9 |
| percent | | 86,77 |
| stdev | | 0,607 |

Second, the mean score of mastery of pedagogical competence among high-grade elementary school teachers in Malangbong District, in the aspect of factual paragraph reading skills, is 26.90 with a standard deviation of 0.607 and standard error. Error mean is 0,111 (Table 9). The mean score is equivalent to a standard per cent score of 86.77.

Table 9. Statistics calculation results of data mastery of pedagogical competence of high-grade teachers in the aspect of factual paragraph reading skills

| One-Sample Statistics | | | | |
|-------------------------|----|-------|----------------|-----------------|
| | N | Mean | Std. Deviation | Std. Error Mean |
| professional competence | 30 | 26,90 | 0,607 | 0,111 |

Third, the one-sample t-test of data on the mastery of pedagogical competence of high-grade elementary school teachers in Malangbong District, in the aspect of factual paragraph reading skills, yields a comparative mean of 26.35 and a p-value of 4.959 (Table 10). This value has a significance of 0.000. Thus, sig. 0,000 < 0.05. Therefore, the null hypothesis is rejected. This means that the mean mastery of pedagogical competence among teachers, at 26.90 (equivalent to a standard score of 86.77%), is not significantly different from the mean of the comparison group, at 26.35 (equivalent to a standard score of 85.00%).

Table 10. Output of the results of the one-sample t-test calculation of data on the mastery of pedagogical competencies of high-grade teachers in the aspect of factual paragraph reading skills

| One-Sample Test | | | | |
|------------------------|-------|----|-----------------|-----------------|
| Test Value = 26,35 | | | | |
| | t | df | Sig. (2-tailed) | Mean Difference |
| pedagogical competence | 2,362 | 29 | 0,025 | 0,367 |

4. Discussion

Regarding the mastery of professional competence by high-grade teachers in the high category, several causal factors are believed to contribute to this achievement. First, the sample members are teachers who graduated from elementary school teacher education programs. Second, the sample members are estimated to attend training and/or workshops on professional competence in language and pedagogical aspects frequently. Marina et al. (2019), Nurhamida (2018), Rahman et al. (2019), and Tabi'in (2016) stated that training and/or workshop activities are practical activities to improve professional and pedagogical competence.

One of the indicators of the professional competence mastery of high-grade elementary school teachers in Malangbong District, specifically in learning factual paragraph reading skills, is the mastery of the third indicator: defining deductive paragraphs. Through positive statements, all sample members agree that the meaning of a deductive paragraph is a paragraph that contains one main idea, typically introduced by a sentence at the beginning of the paragraph. In line with the mastery of this indicator, many scientific articles in online journals at the elementary school/Islamic elementary school level contain studies on paragraphs in both reading and writing aspects (Darningsih, 2023; Sadiyah & Herdiansyah, 2023; Reyaan & Wutwensa, 2024; Rahayu & Sukmawan, 2024; Hermayuni & Wideasih, 2025).

Another fifty-fifty indicator in sample members is the 15th indicator, namely the similarity between sentences and ideas in a paragraph. Through positive statements, some sample members choose the "agree" option, while others choose the "disagree" option. The group of sample members who agree means that they possess knowledge of the similarity between sentences and ideas. The size of the sentence is the same as the size of the idea. In other words, the size of the idea never exceeds the size of the sentence and vice versa.

Regarding the mastery of pedagogical competence by high-grade teachers in the high category, several additional factors are believed to contribute to this achievement. First, the sample members are teachers who graduated from elementary school teacher education programs. Second, the sample members are estimated to have both intrinsic and extrinsic motivation for acquiring knowledge and skills in the field of learning strategies. Ajitama (2023), Sukanto & Pardjono (2016), Rasidi (2014), Gultekin & Acar (2014), Hayati & Caniago (2014), and Teguh et al. (2014) describe that motivation has a positive influence on everyone's ability to gain knowledge and skills.

One of the many interesting facts about the pedagogical competence of high-grade elementary school teachers in Malangbong District is their mastery of the indicator of the constructivist approach in learning, specifically indicator 14. Through negative statements, all sample members answered in agreement with the statement 'the constructivist approach is included in the type of deductive learning'. The constructivist approach (Bada, 2015; Dagar & Yadav, 2018; Hashim & Kasbolah, 2012; Wardoyo, 2013) is a type of inductive learning. At the beginning of learning, it has not touched on learning indicators at all. At the beginning of the learning process, students are encouraged by teachers to express their opinions freely. However,

on the other hand, some elementary school teachers write articles using the constructivist approach (Kamti, 2022; Yamin & Faridah, 2023; Muslina, 2023; Kusmiati & Mariah, 2024).

5. Conclusion and Implications

The mastery of professional competence among high-grade elementary school teachers in Malangbong District for learning factual paragraph reading skills reached a mean of 13.87 (equivalent to 86.67%), which is higher than the predicted standard mean of 85.00, placing it in the high category. This indicates that teachers are capable of objectively compiling and implementing reading skills plans, providing students with sufficient and in-depth learning materials. The implication is that stakeholders should support these teachers in further improving their mastery of factual paragraph reading skills to achieve a level above 90.00.

Similarly, the mastery of pedagogical competence among these teachers had a mean of 26.35 (equivalent to 86.77%), also exceeding the predicted standard mean of 85.00, which places it in the high category. This suggests that teachers can develop reproducible learning plans for reading skills, using appropriate methods, approaches, techniques, and learning media suited to learning objectives and student needs. The implication is that stakeholders should help these teachers enhance their teaching strategies for reading factual paragraphs, aiming for a mastery level above 90.00.

Declaration of competing interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Ethical Declaration

All participants provided informed consent prior to their involvement in the study. They were informed about the study's purpose, procedures, and their right to withdraw at any time without consequence.

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